

BRESCIA UNIVERSITY COLLEGE
School of Leadership and Social Change
Sociology 3331G:
Community Development Practice
Winter 2017

Course Director: Dr. Lina Sunseri
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Class Time: Fridays 8:30 am -11:30 am Room BR 14
Office Hours: Tuesdays 1:00 pm – 2:00 pm, or by appointment.

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Course Description:

This course is designed to explore the practice of community development. Blending community service-learning with popular educational models, students will continue with placements that are designed to foster citizen participation in problem diagnosis, problem solving, and community-building initiatives. More concretely, by combining community experiences and scholarly work we will address issues related to literacy and education, youth, poverty, and diversity, as well as strategies for moving from disparity towards equity.

Learning Outcomes:

Upon completion of this course, students will be able to:

- Demonstrate an understanding of some of the major components of community building practice through reading relevant literature, participating in classroom discussion and activities, and completing required assignments.
- Examine the relationship between community service-learning and popular education models.
- Reflect on their community service-learning experience through debriefing in the classroom and writing reflective journals.
- Examine both how institutions perpetuate oppression, and strategies designed to challenge such oppression.
- Collaborate with others to develop and present a workshop.
- Demonstrate competency in oral and written communication skills.

*Students may vary in their competency levels on these outcomes. They can expect to achieve these outcomes if they honor course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students. (Linda Nilson, *Teaching at its Best*, 2010: 37).*

BRESCIA COMPETENCIES:

The Brescia Competencies are the building blocks of your Brescia experience. They help you to think critically and participate actively in society – attributes you will apply throughout your entire life. Regardless of what degree you choose, these skills, values, and abilities prepare you to lead with wisdom, justice, and compassion in a changing world. Throughout this course, students will work towards developing the following Brescia Competencies:

Communication: includes the articulation of one's ideas, developing informative and persuasive arguments in all forms of communication, understanding the communication context. Students will also develop interpersonal communication skills including working with others in groups, sharing opinions, resolving conflicts, offering ideas, listening to others, asking questions, and demonstrating effective nonverbal behaviours.

Critical Thinking: the ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.

Inquiry and Analysis: the ability to reach informed decisions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.

Problem Solving: the ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.

Self -Awareness and Development: the ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others, and make a commitment to personal growth.

Social Awareness and Engagement: the ability "to understand and respond to the needs of others" (Daniel Goleman). To do so, students need to develop an understanding of the interrelationship between individual and society. They come to see how their actions influence, and are influenced by, other people, social institutions, and social structure. They appreciate the diverse standpoints and cultural experiences of others, and attempt to see things from different perspectives. Socially aware and engaged students demonstrate knowledge of contemporary social problems, and propose solutions for dealing with these issues. They have the ability to reflect on the impact they have on others. They are able to work with a diverse group of people in intercultural contexts to develop and implement social justice initiatives and enact positive social change.

Valuing: the ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions.

Course Prerequisites:

Sociology 3330F

Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance:

Excellent attendance, both in class and at placement, is critical to your success in Community Development. Keeping this in mind, and in accordance with Western University policies (for more information, see attendance policy <http://westerncalendar.uwo.ca/2016/pg130.html>) attendance is expected in Community Development classes. According to Western's policy, any student who, in the opinion of the instructor, is absent too frequently from class will be reported to the Department Chair (after

due warning from the professor has been given in the form of an e-mail to the student's UWO e-mail account). On the recommendation of the Department concerned and with the permission of the Academic Dean, the student will be informed that any further absence may result in a recommendation that the student not be permitted to submit the final assignment in the course (if this assignment replaces a final examination) or, may be debarred from taking the regular examination.

Grading and Assignment Structure:

1) Ongoing Preparation and Participation.....	10%
2) Student-Led Workshop.....	20%
3) Critically Reflective Essay.....	35%
4) Comprehensive End of Term Assignment.....	35%

Required Readings:

Community Development Practice: Selected Readings. 2017. Available through Western's Bookstore

Cress, Christine, et.al. *Learning Through Serving: A Student Guidebook for Service-Learning and Civic Engagement across Academic Disciplines and Cultural Communities*. Sterling, Virginia: Stylus, 2013.

Komives, Susan & Wendy Wagner. *Leadership for a Better World: Understanding the Social Change Model of Leadership Development*. San Francisco: Jossey-Bass, 2009.

Partial List of Recommended Readings: (Some of these would be very useful to review and use for the student-led workshops)

Bishop, Anne. *Becoming an Ally: Breaking the Cycle of Oppression in People (2nd Edition)*. Halifax: Fernwood Publishing, 2002.

Bishop, Anne. *Beyond Token Change: Breaking the Cycle of Oppression in Institutions*. Halifax: Fernwood Publishing, 2005.

Borrupt, Tom. **The Creative Community Builder's Handbook: How to Transform Communities Using Local Assets, Art, and Culture**. Saint Paul: Fieldstone Alliance, 2011. * This book has many useful chapters that deal with many strategies to use when doing community development, including assessment practices, funding.

Brown, Jason, and David Hannis. *Community Development in Canada*. Toronto: Pearson Education Canada, 2012 (in particular chapter 10 on diversity/international development).

Graham, John R. and Karen J. Swift and Roger Delaney. **Canadian Social Policy: An Introduction**. Toronto: Pearson, 2012. (in particular chapter 6 on diversity)

Homan, Mark S. *Promoting Community Change: Making it Happen in the Real World [Customized Course Text]*. Pacific Grove, CA: Brooks/Cole Publishing Company, 2004.

Homan, Mark S. *Rules of the Game: Lessons from the Field of Community Change*. Pacific Grove, CA:

Brooks/ Cole Publishing Company, 1999.

Minkler, Meredith. (Editor) *Community Organizing and Community Building for Health*. (2nd Edition)
New Jersey: Rutgers University Press, 2005.

Lotz, Jim and Gertrude MacIntyre. *Sustainable People: A New Approach to Community Development*.
Sydney, Nova Scotia: University College of Cape Breton Press, 2002.

O’Hara Agi, and Zita Weber and Kathy Levine. **Skills for Human Service Practice: Working with Individuals, Groups, and Communities**. Don Mills: Oxford University Press, 2010. ******(this book has many chapters that could be used for workshops on diversity, or self-care, or assessment practices)

Silver, Jim . (ed.) *Solutions that Work: Fighting Poverty in Winnipeg*. Halifax: Fernwood/ CCPA, 2000.

****Please Note that chapter 5 in *Learning Through Serving* deals with difference and power –this could be used for the diversity workshop**

Detailed Course Outline

Students, please note that the following course outline is subject to revision. That is, throughout the term, circumstances may arise that will alter the ordering of the topics, the pace at which we move through the material and so on. It is your responsibility to do all required readings, and to attend class. If, for whatever reason, you are unable to attend class, please consult your colleagues in order to catch up on any administrative details, or course content that you may have missed.

CLASS DAYS	WEEKLY TOPICS AND IMPORTANT DATES	REQUIRED READINGS
January 6	Administrative Details; Introduction	From Learning through Serving: Chapters 1 & 6
January 13	Setting the Context for Community Building: Ethics and Practice	From Reading Package: 1) Core Concepts for Community Change and 2) Ethical Issues and Practical Dilemmas in Community Organization and Community Participation
January 20	Popular Education and the Challenge of Change	From Reading Package: 1) Theoretical Frameworks for Community Change; and 2) Problem Posing Education: Freire’s Method for Transformation
January 27	Partnering for Community Development Part One	From Learning through Serving: Chapters 2, 3, 4
February 3	“Community Development One Family at a Time”: The WrapAround Process Guest Speaker TBA	From the Reading Package: Individualized Services and Supports Through the WrapAround Process
February 10	Partnering for Community Development Part Two CRITICAL ESSAY DUE!!	From the Reading Package: 1) The Heart Of Partnership 2) Principles for Success in Service-Learning
February 17	Community-building: Working with youth and children. Guest Speaker TBA	From Reading Package: Freirian Praxis in Health Education and Community Organizing: A Case Study of an Adolescent Prevention Program

February 24	READING WEEK NO CLASSES!!!	
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CLASS DAYS	WEEKLY TOPICS AND IMPORTANT DATES	REQUIRED READINGS
March 3	Guest Speaker TBA	No Readings
March 10	First Nations Communities	From the Reading Package: <i>Rebuilding Community After the Residential School Experience</i>
March 17	STUDENT-LED WORKSHOP	<i>No Readings</i>
March 24	STUDENT-LED WORKSHOP	<i>No Readings</i>
March 31	STUDENT-LED WORKSHOP Comprehensive End of Term Assignment will be posted on OWL	<i>No Readings</i>
April 7	End of Term Assignment due TODAY. NO LATE ASSIGNMENT ACCEPTED!	Wrap-Up, Debriefing. Class will run from 9-10:30 AM.

Course Policy Statements

1. Submission of Assignments

- All assignment due dates are firm and subject to a late penalty, except when the professor recognizes that there are legitimate and documented exceptional circumstances (eg. illness, death in the family). For each day the assignment is late, the student will lose 2 full marks. Except for exceptional circumstances such as those noted above, **assignments submitted 7 days or more past the due date will not be accepted. THE END OF TERM ASSIGNMENT IS DUE ON APRIL 7, 2017 in CLASS AND CANNOT BE LATE!!! IT IS TO BE TREATED LIKE AN EXAM!!!**

2. Policy Statement Regarding Essay Courses

- Sociology 3331G is designated as an essay course. According to the University of Western Ontario's regulations for essay courses, all half courses, designated at the 100 level or above, must include written assignments (excluding examinations) totalling at least 2500 words. Additionally, according to this regulation, students are required to demonstrate competence in essay writing in order to pass the course.

3. Cell Phones and Computers

- Out of respect for your colleagues and the instructor, please refrain from using cell phones during class time. Ensure that they have been turned off before entering class. Similarly, computers are to be used for note-taking and class related activities only- NOT surfing the net, chatting, looking at photos, etc.

DETAILED OUTLINE OF GRADING AND ASSIGNMENT STRUCTURE

1) Ongoing Preparation and Participation- 10%

The success of the teaching and learning process depends on each person's preparation and participation. Being absent, or late, detracts from the learning experience for everyone.

Here are some guiding thoughts about preparation and participation. Regarding preparation, make every effort to read all required readings prior to class. In reflecting on the reading, think about what was positive about the material. What concepts were difficult to grasp? In what ways do you agree or disagree with the author? Can you relate this to your work as a service-learner? If so, in what ways? **As part of your participation mark you will be required, throughout the term, to submit three (3) 1 page commentaries on readings selected by the professor. The instructor will post the questions on OWL within the first week of the term.**

Beyond these commentaries, you will be expected to participate in class. Regarding participation, do your best to offer, each class, your thoughts, insights and questions about the activities and readings of the course. But, allow space for all students to participate. When your colleagues are participating, pose follow-up questions seeking clarification of a point if you need it, respectfully challenge their points of

view (if you disagree), and offer comments that further the conversation. Finally, in the spirit of a classroom “community”, you will be expected to attend and participate on ALL of the presentations/workshops of your colleagues.

Brescia Competencies Applied: Communication, Critical Thinking, Inquiry Analysis, Problem Solving, Self-Awareness & Development, Social Awareness & Engagement, and Valuing.

2) Critically Reflective Essay on Service-Learning and Leadership—35%

Due Date: February 10th 2017.

Length: 7 pages, typed, double-spaced and properly referenced.

****Please submit hard copy in class.**

The purpose of this assignment is to explore the relationship between community service-learning and the Social Change Model of Leadership Development. There are two parts to this assignment:

1. To begin, read carefully chapters 1, 2, 5 and 6 the text *Leadership for a Better World*.
2. At the beginning of the term, the instructor will post on OWL a number of questions for you to answer. These questions will allow you to critically reflect on your own leadership strengths and those components of leaderships that you might want to develop further. Additionally you will be able to connect community service-learning with the Social Change Model of Leadership Development.

Brescia Competencies Applied: Communication, Critical Thinking, Inquiry Analysis, Problem Solving, Self-Awareness & Development, Social Awareness & Engagement, and Valuing.

3) Student-Led Workshop (20%)

Groups will be formed by draw, as well as the dates and topic of the workshop will be decided by a draw

In this assignment, in a group of 3 or 4 students (size vary depending on number of students enrolled in the course) your task will be to develop a workshop to **teach** your classmates about a core practical element in community-service learning. You can use as your starting point some content from *Learning through Serving*, but, you will need to use additional resources for researching the topic and for conducting some practical activities or exercises with the class. Some of readings included in the **List of Recommended Readings** would be useful resources for you to use. In addition, I recommend that you contact *Student Life Centre* to assist you with some resources or contact persons in the field who could guide you and give you additional information. The topics for these workshops include:

- Diversity/International Development
- Self-care when doing community development
- Securing Funding, Grant Proposal, Assessment Practices and Techniques

In this assignment, all team members will receive the same grade for their presentation. You do not need to submit anything in paper to the instructor, but you need to distribute to the class the bibliographic information of sources used/consulted so that they might be able to read it and incorporate in the comprehensive end of term assignment, if relevant. You are expected to lead and teach the class for that day, so ensure you have enough material, resources, visual aids, and activities for the students! You can use any combination of format, structure, and pedagogical style you wish.

Brescia Competencies Applied: Communication, Critical Thinking, Inquiry Analysis, Problem Solving, Self-Awareness & Development, and Social Awareness & Engagement.

4) Comprehensive End of Term Assignment (35%)

Distributed: March 31st, 2017

Due: Friday April 7th, 2017 in class.

Length: 8 pages, typed, double-spaced, properly referenced.

Instead of a final examination in this course, you will be doing a comprehensive end of term assignment. In essence, this will be like a take-home exam. You will receive **two** questions to answer. These questions will invite you to reflect on course readings, lectures, films, guest speakers, student's workshops and any other course material, and provide two essay answers in response to the questions. There will be no additional research for this assignment; it will be based only on materials from the course.

Brescia Competencies Applied: Communication, Critical Thinking, Inquiry Analysis, Problem Solving, Self-Awareness & Development, Social Awareness & Engagement, and Valuing.

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities.

Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: <http://www.westerncalendar.uwo.ca/2016/pg117.html> The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://www.westerncalendar.uwo.ca/2016/pg130.html>)

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.westerncalendar.uwo.ca/2016/pg113.html>

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://www.westerncalendar.uwo.ca/2016/pg112.html>)

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

Similarly, you will also be deleted from a class list if you have previously taken an anti-requisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western http://uwo.ca/health/mental_wellbeing/ for information including a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.